St Joseph's College Recruitment & Selection Policy

Date Reviewed -	**Autumn 2nd Half-Term 2024**
Next Review Date -	**Autumn 2nd Half-Term 2027**
Policy Author -	**Mr G Mantillas (Co-Headteacher)**

Chair of Governor's signature:

To inspire the minds of all generations through education, with fearless faith.
As a united community we demonstrate our Lasallian values of faith, service, and respect.
Mission Statement

Contents

1. Principles

Relevant Managers must meet all their responsibilities and timescales as set out in the recruitment process below.

This procedure contains important information for managers and staff who are involved in the recruitment and selection of new members of staff. Specifically, this procedure outlines the process required to complete a recruitment exercise to ensure fairness and transparency throughout the process.

Whilst this procedure adheres to the Recruitment and Selection Policy as previously defined, the school is also mindful of abiding by all relevant statutory legislation in place at the time and observing its commitment to safer recruitment.

Safer recruitment in relation to safeguarding children, young people and vulnerable adults is an essential part of the recruitment process and aligns with the school's statutory responsibility. This will apply to any post that is engaged in a role (paid or volunteer) working with children, young people and vulnerable adults.

2. Legislative Context

This policy adheres to all relevant legislation including but not limited to:

- Equalities Act 2010
- Immigration Act 2016 (including the Code of Practice on the English Language requirement for public sector workers)
- The Rehabilitation of Offenders Action 1974 (amended 2013 & 2020)
- The Safeguarding Vulnerable Groups Act 2006
- Data Protection Act 2018

3. Identifying a Vacancy

Before planning any recruitment campaign, line managers must consider the following:

- Is the role's scope and breadth within the school's organisational design principles?
- Can the workload be distributed amongst the remaining team?
- Could the role be redesigned as a flexible working opportunity (e.g. part-time/compressed hours which may be suitable for someone in the team or internally?)
- Would the role be suitable for an apprenticeship?
- Would the role be offered as an internal development opportunity (i.e. acting up or secondment?
- Is there any reason, (for example, an impending reorganisation or a national shortage) which will preclude your ability to recruit to the role?
- Can the role be recruited to on a fixed term basis? If so, a reason for the fixed term will need to be supplied and an end date for the contract confirmed.

Line managers should seek advice from their HR provider if they need guidance on the options described.

If it is decided to recruit to a role, line managers must ensure that there is an up-to-date job description for the post and a clearly drafted person specification. The job description will describe the duties, responsibilities and level of seniority associated with the post, while the person specification will show the essential competencies required to undertake the role. These are jointly known as a Role Profile.

When creating new support staff roles or where the role has changed, hiring managers should contact their HR provider to obtain guidance on creating or amending the role profile and to ensure that the role is job evaluated and graded correctly (see paragraph 9 below).

When a vacancy is identified the school must ensure that at least one member of the recruitment panel has completed the mandatory Safer Recruitment training.

4. Vacancy Authorisation

Authorisation is required for initiating all recruitment activity, whether permanent, fixed term or for secondments. This should be completed in accordance with the scheme of delegation in the school.

When a vacancy arises, it is the Co-Headteachers responsibility to ensure that all possible alternatives to filling the post have been considered. They should carefully review the requirements of the post and ensure that the job description and person specification is updated (see paragraph 7and job evaluated as appropriate.

Hiring managers may only advertise posts that are fully funded from the school's budget.

Before any vacancy is advertised, internally or externally, it will be made available to the school's redeployees for 7 calendar days, in order for them to apply and be considered for, before wider advertisement.

For the vacancy of a Headteacher, it is the governing board's duty to inform the Local Education Authority (LEA). When appointing a Headteacher, the governing board may find it helpful to discuss the appointment with the local authority, or their HR provider, and consider utilising the services of the school improvement partner or an equivalent professional adviser. The governing board may also find it helpful to secure the services of an experienced professional who can assist in the procedures; or utilise templates provided by the local authority or the HR provider to reassure themselves that they are following a legally sound process. *[**DfE – Staffing and employment advice for schools**. For further information please read this in full via Department of Education: Staffing and employment advice or schools]*

The Department of Education provides practical guidance to help governors with headteacher recruitment. This guide has been written in partnership with the National Governors Association (NGA) and is designed to help governors make the right decisions when recruiting and selecting new school leaders. *[**DfE – Staffing and employment advice for schools**. For further information please read this in full via Department of Education: Staffing and employment advice or schools]*

5. Redeployment

If the school has recently undergone or is in the process of a reorganisation and staff are at risk of redundancy; the school must remember its responsibility to mitigate redundancy where possible.

Staff employed by Voluntary Aided or Foundation Schools or Academies in Croydon do not have access to Croydon Council's redeployment scheme, although they must meet their statutory responsibilities and should seek to redeploy staff.

Current and future vacancies within the school should be considered in the first instance to see if suitable alternative employment exists for employees whose employment is at risk. If it appears that

staff eligible for redeployment might be suitable for a vacancy, they should be considered for it before any more general advertising takes place. If the person concerned meets the essential aspects of the person specification for the vacancy or could, with training, fulfil the duties of the post, it is recommended that they should be appointed. Where more than one redeployee meets the requirements of the vacant post, an interview will need to take place.

6. Identify who will be carrying out the selection/recruitment process

No part of the selection process should be undertaken by one individual on their own, unless this responsibility is specifically delegated under the school's terms of governance etc. and is objectively justifiable.

The school should aim to recruit the person who is best suited to the role. Recruitment will solely be based on the applicant's abilities and individual merits as measured against the criteria for the job. These criteria will be relevant, non-discriminatory and capable of objective verification, based on the skills, competencies and behaviours required for the role. Qualifications, experience and skills will be assessed at the level that is relevant to the role.

The Chair of the panel is responsible for ensuring that the shortlisting panel consists of a minimum of two people, including themselves.

Where an appointment of a Headteacher vacancy arises, the governing board must select three of their board members in be involved in the recruitment process.

At least one member of the recruitment panel is required to have completed the mandatory Safer Recruitment training. The panel is to be the same panel who interview the candidate.

It is strongly recommended that the Chair of the panel will be responsible for ensuring that there is Global Majority ethnicity representation and gender representation on every panel wherever possible.

7. Produce Job Description and Person Specification (collectively known as the Role Profile)

A clear **job description and person specification** (that has been job evaluated in the case of non-teaching posts) for the vacancy should be created by the relevant manager to ensure focus on the job purpose, safeguarding responsibilities (where applicable), key outcomes and deliverable objectives, minimum qualifications and expertise and values that are relevant and necessary. The Role Profile should include a statement about the expectation that all staff take the safeguarding of children seriously, for example "This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment."

The Job Description is a description of the role and responsibilities. It should be written in a non-discriminatory language.

The Person Specification is a description of the personal qualities, knowledge, skills, aptitudes, qualifications, experience and other special requirements that the postholder must possess. All criteria in the Person Specification should be justifiable and **essential** and therefore you must avoid including "desirable" qualities if possible.

Before writing a person specification it is important that the panel are clear about the criteria. For example:

- whether or not the successful applicant must have the ability/knowledge required to fulfil a criterion or must have the experience of having done something.

- the level of any qualifications that are required and, where a qualification is required, should specify that qualification, adding the wording "or equivalent.", in case there is a qualification of the same status that can be obtained abroad etc.

- when identifying "experience" criteria, it is important to focus on the quality of the experience rather than the length of the experience. As a result, the panel should try to avoid citing a number of years of experience (e.g. 5 years' experience, as this could, in effect, be 1 years' experience repeated 5 times) It is better to say something like "substantial" or "varied" experience and be clear what the panel consider to be meant by those words.
- Identify whether it is a customer facing role for which the Code of Practice for English Language Requirements for Public Sector Workers will apply. As teachers already have a language requirement, the code does not apply to them. For roles where the code applies, include a criterion in the person specification to this effect, for example "the ability to communicate fluently in English to fulfil the requirements of the post."
- Where a Job Description and Person Specification already exists, it is best practice to review these before advertising to check they are still relevant.

8. Identify how each criterion from the Person Specification will be assessed (Assessment methods)

This is how the school will quantify and measure how well candidates meet the criteria. Methods of assessment may be Application Form, Interview, Task, or some combination of these.

Tasks should be designed to assess criteria from the person specification and below are some examples (although the list is not exhaustive) of types of tasks:

- An in-tray exercise
- A letter writing exercise
- A finance task
- A presentation
- A round table discussion
- A classroom exercise

All selection methods should be agreed between the Co-Headteacher/s and the Line Manager (or the Chair of Governor where this relates to a Headteacher appointment) and a nominated member of the Governing Board with advice from the school's HR provider when required and indicated on the person specification.

9. Establish grade / salary range for the post

For new or amended support staff posts it may be necessary to have the post job evaluated by your HR provider, using the Greater London Provincial Council Scheme (or the School's job evaluation scheme). Consideration should be given to the National Minimum Wage, the National Living Wage, and (if adopted by the school), the London Living Wage.

Teacher posts are not subject to job evaluation, but salaries must be consistent with the school's pay structure and staff pay policy.

10. Identify any necessary pre-employment checks

This includes (but is not exclusively) a check on:

- Relevant qualifications
- Registration of relevant professional body (where applicable)
- Prohibition checks for teachers (via the Employers Portal on the Teaching Regulation Agency (TRA) website at https://teacherservices.education.gov.uk/)
- Right to work in the UK
- Identity
- Pre-employment health questionnaire (external candidates only)
- DBS check*
- In academies, prohibition from management checks also apply.

Some roles will also require an assessment as to whether disqualification under the childcare act applies, and if so, appropriate checks will be needed.

***Important Note**: Schools are classed, for DBS (Disclosure and Barring Service) purposes, as a "Specified Place" and therefore **all posts in school are subject to an Enhanced DBS check**, and some may also require checking against the relevant Barred Lists, dependent upon whether or not the post falls under the definition of "Regulated Activity".

Important changes to checks for EU sanctions on EEA teachers from 1 January 2021

From 1 January 2021 professional regulators in the EEA (EU, Iceland, Liechtenstein and Norway) will no longer share information about sanctions imposed on EEA teachers with the Teaching Regulation Agency (TRA) via the IMI (Internal Market Information) system. Instead, teachers will be asked to provide a ***letter of professional standing.***

From 1 January 2021 the Teaching Regulation Agency will no longer maintain a list of EEA teachers with sanctions.

Schools must continue to carry out safer recruitment checks on all applicants.

For applicants that have lived or worked outside of the UK, Schools must make any further checks they think appropriate so that relevant events that occurred outside the UK can be considered, including obtaining an enhanced DBS certificate with barred list information (even if the teacher has never been to the UK).

Teachers will be requested to provide proof of their past conduct as a teacher. This should be a ***letter of professional standing*** issued by the professional regulating authority in the country in which they worked. Such evidence can be considered alongside other information obtained through other pre-appointment checks to help assess their suitability.

Read the Home Office guidance on criminal records checks for overseas applicants.

Getting criminal records check for time spent abroad

Details of how to obtain such a check from the relevant authorities abroad are available on GOV.UK.

If the country concerned is not listed, please contact the relevant embassy or consulate for further details.

It is the hiring manager's responsibility to ensure all checks are carried out.

11. Decide on best way to advertise the post

There is no general duty for an employer to advertise job vacancies. However, there is a general duty for employers not to discriminate against employees or potential employees and the absence of advertising a vacancy could, in certain circumstances, constitute discrimination.

All forms of job advertisement, including e-mails, direct mail, signs in shop windows and on company notice boards, as well as advertising to the general public in newspapers, on the radio, TV and internet should not discriminate against anyone on the basis of any of the protected grounds unless there is objective evidence that the discrimination is lawful.

There is no comprehensive list of what constitutes discrimination. The test is whether an 'ordinary, reasonable person with no special knowledge' would think the advertisement discriminatory.

Employers must be careful that their advertisements are also not indirectly discriminatory. Indirect Discrimination can occur when an employer has a condition in its advertisement that applies to everyone but particularly disadvantages people who share a protected characteristic, e.g. race, gender, age, disability, sexual orientation, religious belief etc.

Recruiting managers must consider:

- **The appropriate place(s) for the advert to appear**

When recruiting externally, a variety of advertising mediums may be utilised, depending on the nature of the post and the ability to attract suitable candidates.
Is the advert to appear in a national professional publication, on a professional website, on the Council's website, in local press, on the school's website/intranet etc.

- **The appropriate time for the advert to appear**

When is the best timing for the advert to appear in order to attract the optimum number of appropriate applicants?

- **The amount of time the advert will appear for**

Is one week sufficient? Is there any benefit to advertising for more than one week? If the advert is appearing online, could it appear until the closing date?

- **When applications need to be submitted by**

The panel will need to identify a close time/date for submission of completed applications and, if hard copies are being used, to whom they should be sent.

- **Whether to advertise internally or externally**

It is up to the school to determine whether a post is advertised internally or externally.

However, in certain circumstances it may be unacceptable to advertise a vacancy externally i.e. in situations where existing staff have been issued with a formal notification that they are at risk of redundancy and the school are seeking to mitigate the consequences of redundancy.

Internal vacancies will be posted through the school's normal communication channels.

12. Draft the Advert

Consider the content and appearance of the advert. Do you want to include pictures or photographs in the advert?

All advertisements must carry, reference, or have a link to the school's Safer Recruitment Policy and the School's Equality and Diversity Policy.

All advertisements must include reference to the school's values.

The advertisement must be clear and specific about;

a) The job title;
b) The salary/grade (pro rata, if less than full time);
c) The number of hours per week;
d) Whether the post is term time only or all year round;
e) Whether the post is permanent of Fixed-Term (if it is fixed term it also needs to have a reason for the fixed-term nature)
f) The date the post is effective from;
g) That the post is exempt from the Rehabilitation of Offenders Act 1974 (amended 2013 & 2020)
h) Which pre-employment checks are required for the post;
i) The qualification requirements;
j) Any requirements specific to the role. For example, to be able to drive a car and hold a full and valid driving licence (if applicable);
k) Any need to have and provide, for work, their own car and evidence of the relevant business insurance (if applicable);
l) The closing time/date for applications.

Include the following statement: "We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment."

13. Identify how candidates can apply

All external applicants are required to apply by completing an application form and Equalities Monitoring Form, either online or hard copy. Applicants with a disability will be offered support to submit their application.

For internal vacancies, a written supporting document of no more than one side of an A4 document can be submitted.

The school should make it clear the deadline by which completed applications should be submitted and to whom should they be sent in the case of hard copies.

Applicants should let the school know if they have a disability or believe that the school may need to make reasonable adjustments to the recruitment arrangements for them.

14. Decide on content of Application Pack

The following (many of which may be contained in the School's Prospectus) should be included in Application Pack to candidates:

a. Details about the school and its situation

- Name, address, telephone number. Name of head teacher or contact person
- Location - transport facilities
- Site and buildings - distinctive features; age and style of buildings (e.g. split site, open plan, etc.); facilities (e.g. nursery, community room, swimming pool, playing field, etc.); future plans
- School catchment area - urban/rural; socio-economic and socio-cultural background (e.g. type of housing, extent of cultural diversity); population trends
- Community use of premises
- Ofsted rating.

b. Aims of the school

- A statement/s about the aims of the school should be included in this section

c. The Governing Board/Management Committee

- A statement regarding its involvement with the school
- Committee structure

d. Organisation

- Age range of pupils - class structure (by age or mixed age)
- Size of form entry, number of pupils currently on roll and class sizes
- Size of 6th Form or arrangements for 16+ transfer (if applicable)
- Arrangements for 11+ transfer (if applicable)
- Any arrangements for collaboration with neighbouring schools
- Support from outside agencies, e.g. special educational needs, ESL.

e. Staffing

- Brief description of curriculum organisation
- Staffing structure
    - Senior Management Team - a brief outline of its structure and respective areas of responsibility
    - Pastoral and academic (e.g. Department/Faculty) responsibilities
    - Arrangements for staff development

f. Curriculum

- Brief description of curriculum organisation

- Teaching styles, e.g. team teaching
- Pupil groupings for learning, e.g. children with special educational needs
- Public examinations taken/exam performance
- Special provisions, e.g. for gifted pupils, music, etc.

g. Links with Parents/Carers/Community

- Arrangements for meeting with parents/carers individually and in groups
- Links with local employers
- Any other community links

h. For Posts with Access to Children / Vulnerable Adults

Safer Recruitment - For vacancies working with children, young people and vulnerable adults, the advert and job application pack must demonstrate the School's commitment to safeguarding and promoting the welfare of vulnerable groups. This means including the following sentences in the covering letter of application packs:

"The School/College recognises that some people are vulnerable and at risk through potential misuse of power by employees and external service providers. It is determined to ensure that all its pupils enjoy a safe and positive experience of the school/college. Therefore, the successful candidate appointed to this post will be required to complete a Disclosure and Barring Service (DBS) application form and employment will be subject to an Enhanced Disclosure provided by the DBS.

The rigorous staff recruitment and selection procedure employed by the School contributes to an overall commitment to protect children/vulnerable adults from abuse through the delivery of safer environments."

In addition, the school must provide candidates with any relevant safeguarding policies/documents.

Please note that there should also be a statement telling applicants what else will also be required. For example:

- Evidence of Identity
- Employers will be asked about allegations, disciplinary investigations and their outcomes
- Exploration of gaps or inconsistencies in employment records
- Demonstration of suitability for working with and access to children/vulnerable adults

*Candidates are not exempt from the Rehabilitation of Offenders Act and should be directed to supply details of any cautions, warnings, reprimands or convictions (unless it is a **"filtered / protected"** conviction/caution under the amendments made in 2013 & 2020 to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 and, therefore, not subject to disclosure) by completing a Self-Disclosure Form and returning it in a sealed envelope (or separate file if provided electronically). This envelope /file should not be opened until after the panel have carried out their shortlisting of candidates. *See Para 17 below.*

15. Selection - Shortlisting

If possible, hiring managers will not see applicant's personal details such as name and title at this stage of the recruitment process. These details will be replaced by a candidate identification number.

Hiring managers and the panel need to agree the shortlisting criteria before commencing the shortlisting process.

The Selection Panel should independently assess each candidate against the person specification criteria that has been identified as a shortlisting criterion (i.e. any criterion that is wholly or partly assessed from the Application Form) and should complete a shortlisting grid. It is inevitable that each panel members may pick up on different information contained in application forms and supporting statements or interpret it differently and therefore it is not unusual for panel members to have differing assessments. This is why panel members should then meet to discuss their individual assessments and reach a consensus on their overall rating for each candidate against each of shortlisting criteria. Please note that all members of a selection panel must be present for such meetings, otherwise they will not be deemed to be quorate, and cannot make any decisions.

The panel will consider evidence and information from the supporting statement provided by the applicant - if there is no supporting statement the application will be deemed invalid. Shortlisting scores must be recorded on the relevant form which should be retained. Schools should not set up interview slots without the fully completed shortlisting form.

Each candidate should be considered against each criterion and awarded an assessment of:

M+ ("Met Plus")	=	More than meets the criterion
M ("Met")	=	Meets the criterion fully
P ("Partly Met")	=	Partially or partly meets the criterion
U ("Unclear")	=	Information is unclear or omitted

Please note: failure to mention something is not a failure and should be classified as "Unclear".

F ("Fail")	=	Candidate provides incorrect or wrong information.

Where an applicant declares a disability, the shortlisting panel should be mindful of equalities legislation. Disabled candidates should have reasonable adjustments provided throughout the recruitment process. Those who meet the essential/minimum criteria for the role should be shortlisted.

16. Request "pre-employment" references and other information

References should be sought for all shortlisted candidates, using a pre-employment reference request form and must be obtained **prior to interview** unless the candidate has stated references can only be obtained once they have accepted a provisional offer in which case, the school may wish to telephone one of their references prior to receiving a written version. By obtaining references prior to the interview, this will allow any potential safeguarding or suitability concerns to be investigated at the interview. One reference must be from the current or most recent employer.

Once a candidate is shortlisted, the school is required to send a **Self Disclosure Form** and ask for this to be completed and returned prior to the interview. Once the form is received, the panel must ensure

that they identify questions to ask the candidate about anything disclosed and make a written record the answers provided.

Schools are also required to conduct an online search on the shortlisted candidate. The panel must ensure that they identify questions to ask the candidate about anything found online and make a written record the answers provided.
The

17. Selection – Questions and Tasks

Having completed the shortlisting process, the panel must consider the most appropriate selection methods to assess candidate's ability to perform the role.

A consistent selection methodology must be applied to both external and internal candidates.

Prior to the interview, interview questions should be agreed by the panel together with the evidence expectation of the candidate response. Questions should be designed to evidence candidates' suitability based on the specific requirements of the role (i.e. must relate to person specification criteria but should also be used to assess candidates' suitability to perform work with vulnerable groups. In particular, the panel should establish tasks and questions that will assess a candidate's values, motives and attitudes in relation to safeguarding and promoting the welfare of vulnerable groups, which focuses on 'how' and 'why' they make choices in work and seeks to explore reasons for their behaviour.

The Panel should utilise a range of competency based questions and tasks. Every candidate for the same vacancy should undergo the same tasks and should be asked a consistent set of questions, based on the person specification.

In addition to asking all candidates a consistent set of questions relating to the person specification and the requirements of the post (as stated above) each candidate should be asked questions relating to the information provided on their application form (and references, which should be obtained **prior** to interview). This should include a full verbal employment history check, which will be carried out during interview. This is to ensure that all information provided by the candidate and referees has been fully scrutinised and cross checked for any gaps in employment history or inconsistencies in the information being provided.

When designing questions, panellists should observe the following principles:

- Design questions to check facts, obtain relevant information about the applicants' work experience, strengths and achievements.

- Use **'**open' questions that encourage the flow of information. Open questions usually begin with words like, what, when, where, tell me about, or how and encourage an expansive response with examples of real situations provided.

- Ask factual questions about past experience and behaviour and refrain from using scenario based questions.

- Use probing questions to follow up and obtain more detail. Their purpose is to draw out more information about specific points, aiming for depth of information e.g. 'You say that you worked in a team, what was your main role as a member of that?'

The panel should agree who will ask which questions throughout the interview process.

If the references, or any information gathered during or after shortlisting identify safeguarding concerns, these must form part of the questions at the interview of the individual concerned.

18. Selection - Interviews

All interviews for a particular post should be conducted by the **same panel** throughout. Failure to do so could result in the school being open to challenge.

Safer recruitment requires that the interview panel must explore a complete employment history for any roles that require working with children, young people and vulnerable adults. Gaps in employment should be explored and reasons for them.

Each member of the Panel should make objective written notes of each candidate's performance against the specific requirements for the post. Those notes should be placed in the Recruitment File at the end of the interview process and retained in case of challenge.

19. Selection – Agreement on overall assessment of candidates

Following interview, the panel should complete their individual Interview Grid sheets. As with shortlisting, having considered the performance of each candidate in all of the selection processes (application, tasks, and interview) and their previous experience, the Panel members should independently assess each candidate, but this time against **all** of the person specification criteria. Panel members should then discuss their individual assessments and reach a consensus on their overall rating for each candidate against each of shortlisting criteria.

The Chair of the panel will enter the overall scoring on the required form which will be retained along with interview notes.

20. Selection – Deciding who to offer the post to

In reaching a decision the Panel will need to decide the following:

- **Are any of the candidates are appointable?**

If only one is appointable then the panel will need to consider what starting salary (within the advertised salary range/grade) should be offered to the successful candidate.

- **If more than one candidate appointable?**

If more than one candidate is appointable then the panel will need to decide which is the best person for the post and should therefore be offered the job. The panel will also need to consider what starting salary (within the advertised salary range/grade) should be offered to the successful candidate. They will also need to consider whether or not the second candidate should be a reserve appointee in the

event that the first choice declines to accept the job and what starting salary they should be offered, if necessary.

Shortlisting and selection decisions must be documented and all documentation retained for the period of time as follows:

a) For successful candidate – for duration of employment

b) For unsuccessful candidates – for 6 calendar months

It is considered good practice to give unsuccessful internal candidates feedback to assist with their development. External candidates will normally only be given feedback if they request it. The hiring manager (or designated member of the panel) is responsible for giving feedback if requested by candidates.

21. Offer of employment

Upon selection of a suitable candidate the hiring manager will make a conditional verbal offer but should ensure that the candidate is aware that the offer is **provisional** and will be subject to satisfactory pre-employment checks.

The school may then issue a conditional offer letter.

Following the conditional offer letter, the school will issue a contract and written statement of terms and conditions of employment, along with related new employee forms that need to be completed. As of 6 April 2020, all schools are required to provide this **on or before** the first day of employment.

The hiring manager can only offer salaries that conform to the school's Pay Policy, and deviation from the school's Pay Policy requires specific prior approval of the Chair of Governors (and the Council's Chief People Officer for Community Schools). Evidence of a candidate's existing salary and a business case may be requested if it is proposed to offer outside the school's Pay Policy.

All offers are conditional and subject to references (one of which **must** be from the **current or most recent employer**) which the school deem to be satisfactory references, together with other pre-employment checks. This includes (but is not exclusively) a check on relevant qualifications, registration of relevant professional body (where applicable), prohibition checks for teachers, eligibility to work in the UK, identity check, DBS check and medical clearance by completing a pre-employment medical questionnaire.

To confirm an applicant's right to work and to verify their identity, a designated member of school staff **must** ensure that they physically see the appropriate **original** documentation. This same person must update the School's Single Central Record accordingly and place copies of documentation into the employee's personal file.

Hiring Managers will process the completion of all relevant checks and should seek telephone verification of references from the reference providers, seeking confirmation that the person had provided the reference and that they were the appropriate person to do so. This verification should be recorded in the personal file. Employment offers may be withdrawn if any of the above checks are unsatisfactory.

Candidates should not start work without all satisfactory pre-employment checks being carried out, with the exception of DBS checks. If a candidate is due to start before the DBS clearance has been obtained, then the appropriate risk assessment must be carried out and approval sought from the Head Teacher/Chair of Governors. In this instance a start date will be confirmed but the offer will remain subject to receipt of the outstanding clearances and these being deemed satisfactory. This provisional offer will remain in place for a limited time period.

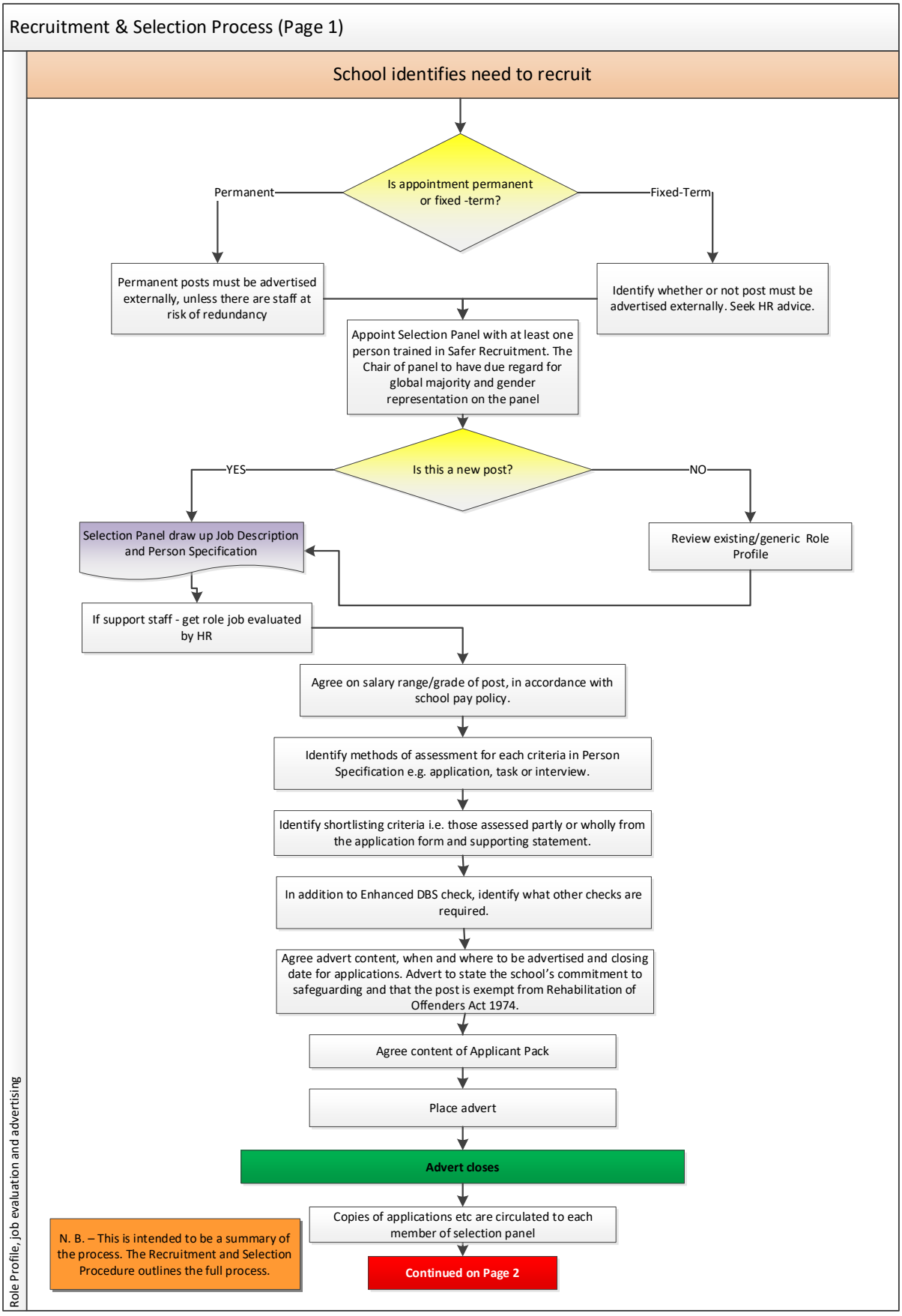
22. Induction/Probation

Not all new staff are subject to a probationary period, but all new staff should be invited to an Induction Day prior to their (provisional) start date.

It is the hiring manager's responsibility to support the new starter's attendance at all Induction Programme events in line with School's Induction and Probation Policy.

Hiring managers should ensure that objectives are set and performance reviewed in order to assess a new starter's performance during the probationary period/initial period of employment in order that any performance issues can be addressed in a timely manner.

23. Flowchart



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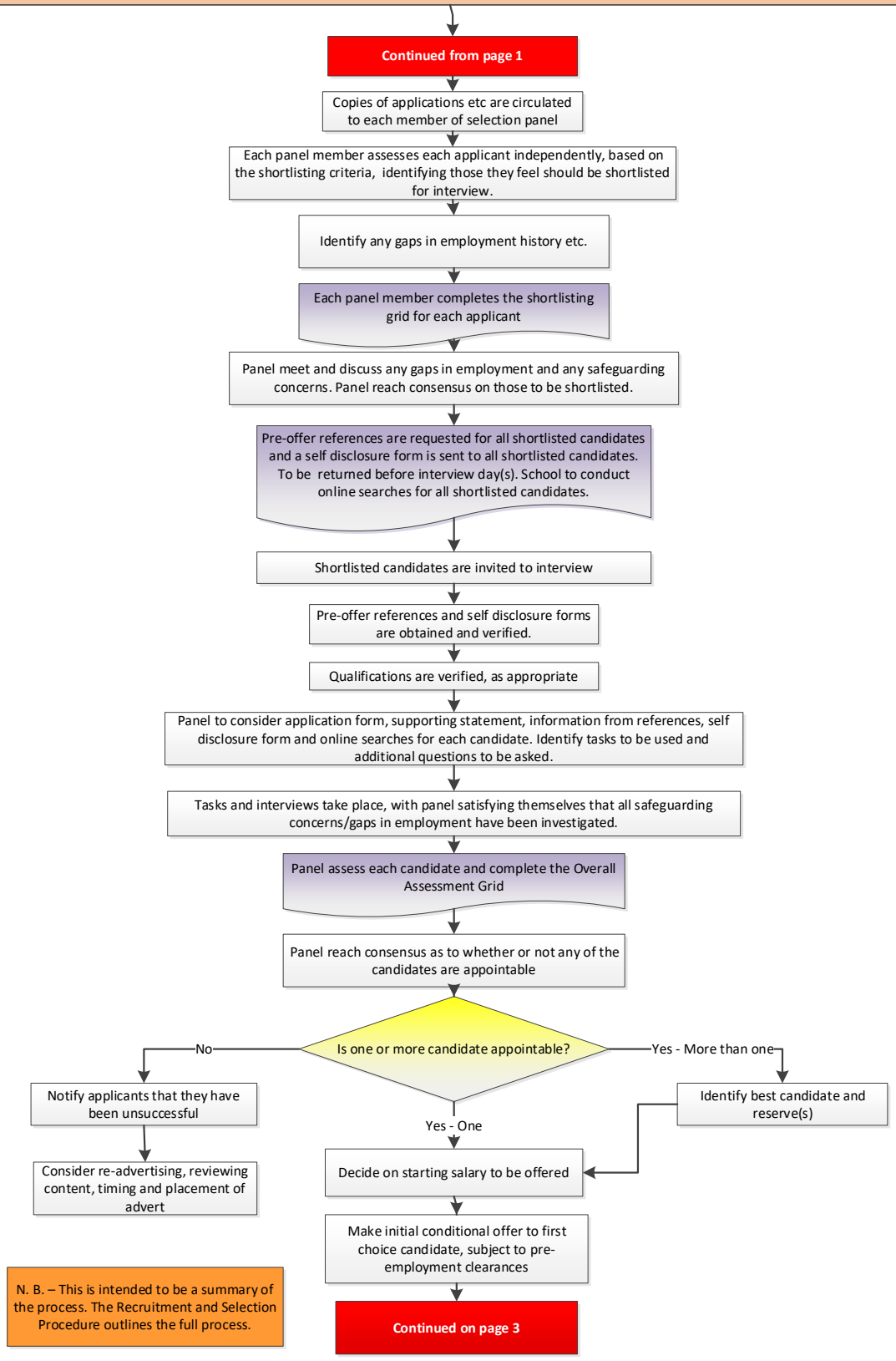
Shortlisting & Safer Recruitment Practices



Shortlisting and safer recruitment